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AUTHOR Dills, Charles R., Ed.; Romiszowski, Alexander J., Ed.
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ABSTRACT

The book consists of 46 chapters by numerous authors, divided into six parts. Part 1, "The Moving Target: Instructional Development from a Philosophical Vantage Point," addresses the questions: To what extent is instructional design in fact a valid and thriving area? and To what extent and in what quarters is it considered to be a dying or irrelevant area? Part 2, "Context, Needs, Results, and Acceptable Process: Instructional Development from a Cultural Vantage Point," contrasts the views of authors from specific end-user cultures or professional specializations. Part 3, "The Theory/Policy Vantage Point: Theoretical Underpinnings of Instructional Development," emphasizes some of the more recent additions to the arsenal of learning and instructional theories that are influencing at least some instructional designers. Part 4, "The Strategic Vantage Point: Instructional Systems Development Macro-Strategies," reflects the practical implementation of the philosophical, cultural, and theoretical viewpoints highlighted in the earlier sections. Part 5, "The Tactical Vantage Point: Instructional Design Micro-Strategies," provides an analysis of the tactics used in instructional design, as practiced in the planning of specific lessons and sequences of instructional materials. Part 6, "The Logistics Vantage Point: Technology-Based Paradigms," provides comments specifically related to the current trends for the use of technology-based delivery systems, whether by computers or telecommunications or a combination of various technologies. Includes author and subject indices. (Author/SWC)

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